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Curriculum Guide for Early Childhood Education. Behavioral Goals - Pre-K Through One.
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Assuming the premise that "a child has gone fifty percent of the way in organizing the thinking patterns that we call his intelligence by the time he has reached the age of four, and the next thirty percent by the time he is eight," 50 Schenectady kindergarten-through-first-grade teachers and administrators formulated a chart of behavioral expectations which they considered essential to the foundation and development of the child's education. The chart contains eight major goal areas: (1) School Readiness and Skills Foundation, (2) Motivational Skills, (3) Basic Learning Skills, (4) Development of Language System, (5) Socialization, (6) Means of Self Expression, (7) Physical Development, and (8) Esthetic Appreciation. The desired behaviors were listed under appropriate categories. The chart was designed with the intent that the teacher could quickly determine the desired scope of emphasis by evaluating her class in accordance with the chart and could bring her professional skills to bear in determining, selecting, or creating activities to develop desired behaviors. This document includes a complete chart. (DO)

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SCHENECTADY CITY SCHOOL DISTRICT

CURRICULUM GUIDE FOR

EARLY CHILDHOOD EDUCATION

BEHAVIORAL GOALS - PRE-K THROUGH ONE

Elementary Program Office
September 1, 1968

PS001569

Background

A child has gone fifty percent of the way in organizing the thinking patterns that we call his intelligence by the time he has reached the age of four, and the next thirty percent by the time he is eight.**

Realizing this, we can see how important early learnings are in the educational structure of each child. But all children do not come to us from comparable environments or with the same degree of school readiness. In some of our schools, the pre-kindergarten programs are stimulating four-year-olds to acquire school success-related behaviors that other four-year-olds learn at home.

We know that we must "take the child where he is." We must provide for him a developmental sequence of behavioral skills. We must insure his success with a skill before moving him on to the next one. Otherwise, we are not providing him with a sound foundation for subsequent learnings.

We cannot isolate one program from the other. There must be a continuum of the child's development from home, through pre-kindergarten, through kindergarten, on through first grade, and up.

A cross-section, consisting of over fifty of Schenectady pre-kindergarten through grade one teachers and administrators has formulated the following chart of behavioral expectations which it considers essential to the foundation and development of the child's education. This chart will assist you in planning instruction to meet the individual and group needs of your class. Within its framework, your creativity and resourcefulness will be as important as always. You, the classroom teacher, continue to be the most important factor. It is your skill in implementation of program and interpersonal relationship with the child, that will determine its value and the child's success.

Using The Chart

The accompanying Pre-K ⟶ K ⟶ 1 BEHAVIORAL EXPECTATIONS CHART is arranged into the following eight Major Goal areas for early childhood education: SCHOOL READINESS AND SKILLS FOUNDATIONS, MOTIVATIONAL SKILLS, BASIC LEARNING SKILLS, DEVELOPMENT OF LANGUAGE SYSTEM, SOCIALIZATION, MEANS OF SELF EXPRESSION, PHYSICAL DEVELOPMENT, ESTHETIC APPRECIATION. Desired BEHAVIORS are listed under appropriate categories. The BEHAVIORS sought after are charted in such a way that the teacher at any one of the three levels, Pre-K, K, and 1, can determine which BEHAVIORS should be worked toward for sizeable numbers of children at that level, and which would be appropriate or inappropriate goals for lesser numbers.

A kindergarten teacher, for example, can quickly determine the desired scope of emphasis of a year's program by looking for those BEHAVIORS charted under the MOST CHILDREN or MANY CHILDREN columns. She can then bring her professional skills to bear in determining, selecting, or creating activities having most promise for developing the desired BEHAVIORS. She also establishes the most desirable sequence for activi-

**Stability and Change in Human Characteristics, Benjamin S. Bloom, Professor of Education, University of Chicago

Using The Chart (Continued)

ties and the proportion of time which can be devoted wisely to them. Because she knows her children well, she will recognize that certain children are not ready for some activities to the extent that the related BEHAVIORAL EXPECTATION can be expected to evolve appreciably, but are sufficiently ready so that exposure to the activity brings them a step closer to achievement of the BEHAVIORAL objectives. Others may not be ready in any sense. For these children, the teacher is operating at a different level of BEHAVIORAL expectations and activities. Similarly, there may be some children who have advanced in their development beyond that which would be expected of MOST and here, too, the BEHAVIORAL expectations and activities must be adapted to the individual.

Sources of Help

The identification of activities of strong promise for achievement in a number of BEHAVIORAL EXPECTATIONS may be an area in which teachers will appreciate assistance. It is planned that some help of this nature can be derived from GRADE LEVEL MEETINGS or Pre-K through Grade One meetings. Experienced teachers working close by at parallel levels can be an exceptionally fine source of help. Mr. Frank Austin, one of Schenectady's administrators who is a specialist in early childhood education, is very willing to be of assistance in program planning. In addition, a bibliography, containing very specific suggestions for activities and, in many instances, tie them into specific BEHAVIORAL outcomes, will be prepared for you and distributed at a later date.

DJSayles:rec
September 1, 1968

BEHAVIORAL EXPECTATIONS - PRE-K ⟶ K ⟶ 1

SCHOOL READINESS AND SKILLS FOUNDATIONS

Definition - Academic readiness, pupilship, the role each plays as pupil; need to learn roles; ways of behaving, talking, that whole bundle of skills which the child needs to learn if he is going to make it in school; e.g., reading readiness

Behavioral Goal	Proportion of Class That Can Be Expected to Have Achieved Goal		
	Very Few In Class	Many In Class	Most In Class
Visual Perception			
Visual Discrimination			
Note similarity in objects, signs, words, etc. Should be taught through graded steps, from simple discrimination to discriminations between objects where there is great similarity - as four clock faces showing hands in different positions		P	K-1
Note differences in size of objects which are similar; which one is different, etc.		P	K-1
Note differences in detail in similar objects, as: three children with one different (graded steps) more difficult - four like dogs with spots (one with spots placed differently)	P	K	1
Are able to note difference in orientation: Which are going different way? Which are going left, right? Which are going above, below? Which are long, short?	P	K	1
Note similarities in words as: boy, boy, bag, boy - graded steps up to confusing types as: no, no, no, on; in, it, is, in	P	K	1
Match objects with pictures			P-K-1
Match large capital letters in short sequences; e.g., P T U P M		P	K-1

Symbols (P = Pre-Kindergarten
(K = Kindergarten
(1 = First Grade

Symbols refer to the END of each of the instruction periods.

SCHOOL READINESS AND SKILLS FOUNDATIONS (CONTINUED)

Symbols (P = Pre-Kindergarten
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Behavioral Goal	Proportion of Class That Can Be Expected to Have Achieved Goal		
	Very Few In Class	Many In Class	Most In Class
Visual Perception (Continued)			
Visual Discrimination			
Match lower case letters in short sequences; e.g., e dgeb	P-K		1
Visual Memory			
Recognize colors of the spectrum			P-K-1
Have visual memory of objects - finds an object in a group from several flashed on paper			P-K-1
Find a letter from memory of a flashed card		P	K-1
Reproduce a simple geometric figure (triangle) from memory of a flashed card	P	K	1
Find a two- or three-letter word from memory of a flashed card	P	K	1
Match colors			P-K-1
Associate a red crayon with the sound of the word "red"		P	K-1
Associate a red crayon with the color red		P	K-1
Can sort by color, size, and shape		P	K-1
Auditory Perception			
Auditory Discrimination			
Notes differences in sound, pitch, (notes on piano), rhythms, chords - differences in high, low, loud, soft, fast, slow	P	K	1
Hear rhyming words			P-K-1
Clap hands upon hearing words with rhymes	P-K	1	

SCHOOL READINESS AND SKILLS FOUNDATIONS (CONTINUED)

Symbols (P = Pre-Kindergarten
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Behavioral Goal	Proportion of Class That Can Be Expected to Have Achieved Goal		
	Very Few In Class	Many In Class	Most In Class
Auditory Perception (Continued)			
Auditory Discrimination			
Hear words which do not rhyme with a named word	P-K	1	
Supply rhyming words: Dolls for girls, horns for boys Balls, books, and many _____.	P	K	1
Rhyme words with other words	P	K-1	
Listen attentively		P	K-1
Language Skills			
Speech			
Demonstrate comprehension of spoken language			P-K-1
Demonstrate ability to follow simple directions		P	K-1
Demonstrate an adequate speaking vocabulary			P-K-1
Express ideas adequately through language	P	K	1
Enunciate clearly and pronounce accurately the words commonly used		P-K	1
Express ideas in complete sentences		P	K-1
Relate stories from personal experience	P	K	K-1
Reading Readiness			
Identify favorite books immediately		P	K-1

SCHOOL READINESS AND SKILLS FOUNDATIONS (CONTINUED)

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Behavioral Goal	Proportion of Class That Can Be Expected to Have Achieved Goal		
	Very Few In Class	Many In Class	Most In Class
Language Skills (Continued)			
Reading Readiness			
Demonstrate ability to recall information		P-K	1
Enjoy and tell stories from books	P	K	1
Follow directions in readiness books	P	K	1
Interpret and draw inferences from pictures, spoken word, and stories	P-K	1	
Recognize that symbols as well as pictures have meaning		P	K-1
Recognize that there are likenesses and differences in symbols		P	K-1
Recognize color names	P	K	1
Understamd relationship in sequence of ideas	P-K	1	
Demonstrate left to right eye movement with language material		P	K-1
Work simple paper and pencil exercises		P	K-1
Knowledge of Letters and First Words			
Recognize first name		P	K-1
Recognize whole name	P	K	1
Associate letter with letter name		P	K-1

SCHOOL READINESS AND SKILLS FOUNDATIONS (CONTINUED)

Symbols (P = Pre-Kindergarten
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Behavioral Goal	Proportion of Class That Can Be Expected to Have Achieved Goal		
	Very Few In Class	Many In Class	Most In Class
Language Skills (Continued)			
Knowledge of Letters and First Words (Continued)			
Associate upper case letter form with the lower case letter form	P	K	1
Know the alphabet	P	K	1
Know alphabetization	P-K-1		
Recognizes Letters or Letter Combinations Which Stand For Sounds			
Are able to pick out the words in a group which begin with the same letter upon hearing the series read: baby, come, took, cup	P-K		1
Are able to pick out the words in a group which begin with the same letter upon examining the series: baby, come, took, cup		P	K-1
Can discern aurally the word in a series which begins with a different letter - cart, candy, boy, cap	P-K		1
Can discern visually the word in a series which begins with a different letter - cart, candy, boy, cap		P	K-1
Upon hearing a series of words which begin and/or end with the same consonant sound, can identify that sound - girl, gone, give; wag, big, tug	P	K	1

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SCHOOL READINESS AND SKILLS FOUNDATIONS (CONTINUED)

Symbols (P = Pre-Kindergarten
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Behavioral Goal	Proportion of Class That Can Be Expected to Have Achieved Goal		
	Very Few In Class	Many In Class	Most In Class
Language Skills (Continued) Recognizes Letters or Letter Combinations Which Stand For Sounds (Cont.)			
Upon hearing a series of words which begin and/or end with different consonant sounds, can pick out the word which begins (or ends) with specified consonant - girl, sat, boy (which begins with "g" sound?); rat, ran, dog (which ends with "t" sound?)	P	K	1
Upon hearing, can identify consonant sounds in medial position - later, whiter, metal	P-K		1
Upon hearing, can identify whether the specified consonant sound is at beginning, in middle, or at end of word - bat, grab, rubber	K	1	
Upon hearing, can identify blend sounds in beginning and ending position - flame, flew, flower; fast, most, twist	P	K	1
Upon hearing, can identify blend sounds in medial position - April, umbrella, airplane	K	1	
Upon hearing, can identify blend sounds upon seeing the letter combinations - * bl, st, gr (*can identify "st" as beginning sound of picture star)	P-K		1

SCHOOL READINESS AND SKILLS FOUNDATIONS (CONTINUED)

Symbols (P = Pre-Kindergarten
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Behavioral Goal	Proportion of Class That Can Be Expected to Have Achieved Goal		
	Very Few In Class	Many In Class	Most In Class
Language Skills (Continued)			
Writing Skills			
Trace on line	P	K	1
Can copy own name	P	K	1
Can write own first name	P		K-1
Use proper manuscript in writing own name	P	K	1
Trace letters in words, phrases, or sentences	K		1
Are able to write letters of the alphabet in upper case upon hearing name of letter	P	K	1
Are able to write letters of the alphabet in lower case upon hearing name of letter	P-K		1
Copy and read material from charts and from the board			1
Write creative stories			1
Number Knowledge			
Counting - rote			
Are able to recite the number names one through ten in sequence			P-K-1
Are able to recite the number names zero through ten in sequence			P-K-1
Are able to recite the number names zero through one hundred in sequence			K-1

SCHOOL READINESS AND SKILLS FOUNDATIONS (CONTINUED)

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Behavioral Goal	Proportion of Class That Can Be Expected to Have Achieved Goal		
	Very Few In Class	Many In Class	Most In Class
Number Knowledge (Continued)			
Counting - rote (Cont.)			
Are able to state the number name that follows a given number 0-10 - Teacher says 4, child says 5			K-1
Are able to state the number name that follows a given number 0 - 100 - Teacher says 39, child says 40			1
Are able to state the number name that precedes any of the first ten digits - Teacher says 6, child says 5			K-1
Are able to state the number name that precedes any of the numbers 0 - 100 - Teacher says 60, child says 59			1
Are able to state the name of the numeral between n and n plus 2 - Teacher says what number comes between 6 and 8, child says 7			K-1
Are able to state the number name between n and n minus 2 - Teacher says what number comes between 6 and 4, child says 5			K-1
Are able to count by fives to 100			1
Are able to count by tens to 100			1
Are able to count by fives starting with a given multiple of five - Teacher says 25, child says 30, 35, 40			1

SCHOOL READINESS AND SKILLS FOUNDATIONS (CONTINUED)

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Behavioral Goal	Proportion of Class That Can Be Expected to Have Achieved Goal		
	Very Few In Class	Many In Class	Most In Class
Number Knowledge (Continued)			
Counting - Rote (Cont.)			
Are able to count by tens starting with a given multiple of ten - Teacher says 30, child says 40, 50, 60			1
Are able to count by tens starting with multiples of 5 - Teacher says 25, child says 35, 45, 55			1
Are able to count by tens from any given number 0 - 100 - Teacher says 16, child says 26, 36, 46			1
Are able to count by twos to 20 starting with 2			1
Counting - rational			
Are able to count the number of items in a group up to 10			K-1
Are able to count the number of items in a group up to 100			1
Are able to start with a known number of objects in a group and count additional objects into the group up to 10 objects - Start with 4 objects and add another and say 5, add another and say six			K-1
Are able to start with a known number of objects in a group and count additional objects into the group up to 100			1
Are able to count out n objects from a collection of 10 items			K-1

SCHOOL READINESS AND SKILLS FOUNDATIONS (CONTINUED)

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Behavioral Goal	Proportion of Class That Can Be Expected to Have Achieved Goal		
	Very Few In Class	Many In Class	Most In Class
Number Knowledge (Continued)			
Counting - Rational (Cont.)			
Are able to understand that the last number names when counting a collection of objects names the cardinality of the collection - signifies the number of objects in the collection - Present a collection of objects to the child and ask him to count them - then ask how many objects are in the collection			K-1
Are able to count the number of tens in a group up to ten times			1
Are able to arrange two groups so that they are equal in number up to ten items in each group			K-1
Are able to compare the size of two collections by counting - Which group is larger, smaller, same, how many more are needed to make them the same, how many must be removed from the larger group to make the groups the same?			K-1
Are able to mentally count forward or backward to arrive at an answer			1
Are able to guesstimate up to five items, randomly arranged in a group without counting each item			1
Are able to associate a number with a set pattern (1-10) See particular math series used in your building for patterns			1

SCHOOL READINESS AND SKILLS FOUNDATIONS (CONTINUED)

Symbols (P = Pre-Kindergarten
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Behavioral Goal	Proportion of Class That Can Be Expected to Have Achieved Goal		
	Very Few In Class	Many In Class	Most In Class
Number Knowledge (Continued)			
Counting - notation			
Are able to associate the verbal names with the numerals 1 - 9 - Teacher writes 7, child says "seven"			K-1
Are able to associate the verbal name with the numeral 0			K-1
Are able to associate the verbal names with the numerals 0 - 100			1
Are able to associate the verbal names with the numerals 0 - 1000			1
Are able to write the numerals 1 - 9			1
Are able to write the numeral 0			1
Are able to write the numerals to 100			1
Are able to write a specific numeral (0 - 100) upon request- Teacher says write the numeral for _____, child writes the designated number			1
Are able to recognize Roman numerals 1 through 10	1		
Counting			
Are able to rename (reorganize) numbers - Nineteen is another name for ten and nine more - ten and nine is another name for nineteen			1
Are able to extend simple patterns - oxoxo - ooxxoo -			K-1

SCHOOL READINESS AND SKILLS FOUNDATION (CONTINUED)

Symbols (P = Pre-Kindergarten
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Behavioral Goal	Proportion of Class That Can Be Expected to Have Achieved Goal		
	Very Few In Class	Many In Class	Most In Class
Number Knowledge (Continued)			
Counting - ordinal-rote			
Are able to count by ordinal names - first, second, third, fourth ..... to tenth			1
Are able to count by ordinal names to thirty - first, second, twenty-ninth, thirtieth		1	
Counting - ordinal-rational			
Are able to identify the position of an object by its ordinal number - Mary is fifth in line- color the second circle			1
Measurement			
Appreciate that the measure of an object varies depending on the unit of measure employed - Units of measure might be a shoe length, a stride, elbow to fingertip			1
Develop an appreciation for the gross distinctions between the measure of a day, week, month			1
Appreciate that a calendar is used to measure time and that the units of measure are day, week, month, year			1
Appreciate that a thermometer measures temperature and the unit of measure is a degree			1
Appreciate that a watch (clock) measures time and the units of measure are seconds, minutes, and hours			1

SCHOOL READINESS AND SKILLS FOUNDATIONS (CONTINUED)

Symbols (P = Pre-Kindergarten
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Behavioral Goal	Proportion of Class That Can Be Expected to Have Achieved Goal		
	Very Few In Class	Many In Class	Most In Class
Number Knowledge (Continued)			
Measurement (Cont.)			
Appreciate that a scale measures weight and the units of measure are ounce and pound			1
Tell time by the hour			1
Tell time by the half-hour			1
Money			
Are able to identify a penny, nickel, dime, quarter			K-1
Are able to rank value of coins from smallest to largest			K-1
Are able to understand that money (coins) can be used to make purchases			K-1
Are able to appreciate that a quarter will buy more than a dime or nickel			K-1
Are able to correctly identify a picture of the back of a penny, nickel, dime, quarter			1
Demonstrate the ability to exchange pennies, nickels, dimes and quarter for equivalent amounts - 5 pennies = 1 nickel; 5 nickels = 1 quarter; 2 dimes and 1 nickel = 1 quarter		1	

SCHOOL READINESS AND SKILLS FOUNDATIONS (CONTINUED)

Symbols (P = Pre-Kindergarten
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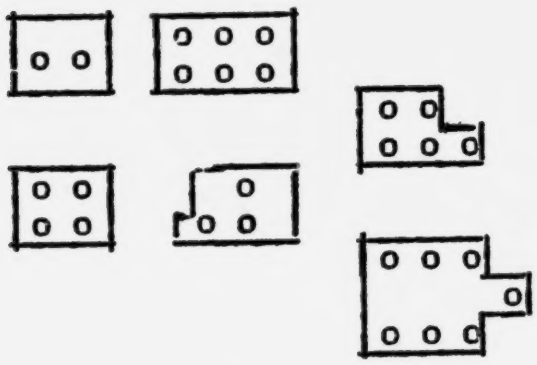
Behavioral Goal	Proportion of Class That Can Be Expected to Have Achieved Goal		
	Very Few In Class	Many In Class	Most In Class
Number Knowledge (Continued)			
Geometry			
Are able to identify notions of point, line, plane		K	1
Are able to associate the name triangle with a closed plane figure having three sides		K	1
Are able to associate the name square with a closed plane figure having four equal sides parallel in pairs and having four right angles		K	1
Are able to associate the name rectangle with a closed plane figure having one pair of equal and parallel opposite sides and four right angles		K	1
Are able to associate the name circle with a simple closed plane curve all of whose points are the same distance from a fixed inside point, called the center		K	1
Rational counting - even-odd			
Are able to create geometric patterns to illustrate the physical differences between even number of objects and odd number of objects up to 20		K	1



SCHOOL READINESS AND SKILLS FOUNDATIONS (CONTINUED)

Symbols (P = Pre-Kindergarten
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Behavioral Goal	Proportion of Class That Can Be Expected to Have Achieved Goal		
	Very Few In Class	Many In Class	Most In Class
Number Knowledge (Continued)			
Rational counting - even-odd (Cont)			
Are able to recognize that some collections of objects can be divided into two collections having the same cardinality - A collection of six objects can be divided into two collections with each containing three items. A collection of five objects cannot		K	1
Are able to identify even numerals up to 20		1	
Are able to identify odd numerals up to 20		1	
Rational Numbers			
Are able to show one-half of a set (group)		K	1
Are able to show one-third of a set		K	1
Are able to show one-fourth of a set		K	1
Are able to associate the symbol 1/2 with a half of a set			1
Are able to associate the symbol 1/3 with a third of a set			1
Are able to associate the symbol 1/4 with a fourth of a set			1

SCHOOL READINESS AND SKILLS FOUNDATIONS (CONTINUED)

Symbols (P = Pre-Kindergarten
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Behavioral Goal	Proportion of Class That Can Be Expected to Have Achieved Goal		
	Very Few In Class	Many In Class	Most In Class
Number Knowledge (Continued)			
Rational numbers (Cont.)			
Are able to respond to the statement 1/2 of n = $\frac{n}{2}$		1	
Are able to respond to the statement 1/3 of n = $\frac{n}{3}$		1	
Are able to respond to the statement 1/4 of n = $\frac{n}{4}$		1	
Vocabulary			
Are able to identify the item in a collection which can be described with one of the following: little, littler, littlest; big, bigger, biggest; short, shorter, shortest; under, above, over; tall, taller, tallest; higher, lower; bottom, top; more, less; large, larger, largest			K-1
Classroom Activity Skills			
Demonstrate ability to attend to classroom activities		P-K	1
Are independent and self-sufficient		P-K	1

SCHOOL READINESS AND SKILLS FOUNDATIONS (CONTINUED)

Symbols (P = Pre-Kindergarten
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Behavioral Goal	Proportion of Class That Can Be Expected to Have Achieved Goal		
	Very Few In Class	Many In Class	Most In Class
Classroom Activity Skills (Cont.)			
Handle crayon or pencil properly		P	K-1
Handle scissors adequately	P-K	1	
Know how to handle and care for books			P-K-1
Cooperate cheerfully in daily routines		P-K	1
Adapt to classroom procedures			P-K-1
Plan and carry out classroom activities	P-K		1
Work independently		P-K	1
Work in small groups		P-K	1
Develop habits of learning, listening, and questioning		P-K	1
Demonstrate initiative and sense of responsibility in the classroom	P-K		1
Demonstrate self-control		P-K	1
Listen and follow directions in a teacher-directed group activity		P-K	1
Respond appropriately in musical, rhyming and rhythmic activities		P-K	1
Recognize basic male and female roles		P	K-1
Understand cause and effect relationships - able to infer	1		
Know parts of body		P	K-1

BEHAVIORAL EXPECTATIONS - PRE-K → K → 1

MOTIVATIONAL SKILLS

Definition - Attitude toward school and what it represents, more than positive self-concept which could be: "I can't read but think well of myself anyhow;" rather, "I think well of myself and I want very much to learn to read."

Behavioral Goal	Proportion of Class That Can Be Expected to Have Achieved Goal		
	Very Few In Class	Many In Class	Most In Class
Self-Awareness			
Give and receive affection		P-K	1
Give and receive praise		P-K	1
Learn pride in being selves	P	K	1
Demonstrate pride in selves and own accomplishments		P-K	1
Have a feeling of physical adequacy		P	K-1
Feel accepted by society in general		P-K	1
Are eager to work and play with other children		P-K	1
Desire positive relationships with peers	P	K	1
Desire positive relationships with teacher		P-K	1
Approach teacher confidently with comments and questions		P	K-1
Actively seek answers to own questions	P	K	1
Respond to criticisms and encouragement in positive manner		P-K	1
Exhibit coping mechanisms for internalizing success or psychologically surviving failure		P-K	1

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MOTIVATIONAL SKILLS (CONTINUED)

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Behavioral Goal	Proportion of Class That Can Be Expected to Have Achieved Goal		
	Very Few In Class	Many In Class	Most In Class
School-Awareness			
Make observations concerning own environment		P-K	1
Look for verbal and other types of assistance when offered by an adult		P-K	1
Demonstrate ability to attend to school tasks		P-K	1
Are eager to attack and complete specific tasks within grade level expectations		P	K-1
Have expectation of disapproval when a task is not performed properly, or is left unfinished		P	K-1
Expect reward for performance, for successful task completion		P-K	1
Use new tools and techniques in solving problems	P	K	1
Demonstrate a sense of responsibility and respect for classroom, community, and school		P-K	1
Express enthusiasm for school activities		P	K-1
Desire to excell in school activities	P	K	1
Share school activities with parents		P	K-1
Demonstrate awareness of books		P	K-1
Exhibit eagerness to explore the contents of books		P	K-1
Indicate that books are a source of knowledge as well as entertainment	P	K	1

BEHAVIORAL EXPECTATIONS - PRE-K → K → 1

BASIC LEARNING SKILLS

Definition - How to learn, gather from environment, store, organize, communicate back, etc.

Behavioral Goal	Proportion of Class That Can Be Expected to Have Achieved Goal		
	Very Few In Class	Many In Class	Most In Class
Assimilation and Use of Words, Ideas, and Concepts			
Attend to a learning task	P		K-1
Learn through manipulating, investigating, and exploring ideas and materials in their environment		P	K-1
Remember the names of, and point out, objects common to young children		P	K-1
Gather, use, and understand new words learned through daily experiences	P	K	1
Use new words they hear	K	1	
Arrange a picture story with events in correct sequence	P	K	1
Answer questions about a story which has been read		P	K-1
Re-tell, in simple words, supplying main details, a story which has been read aloud	P	K	1
Come before the class and relate some personal experience so that the group may enjoy it		P	K-1
Kinaesthetic abilities: crayon larger objects and stay within lines; express experiences with paint or crayon; trace objects by following dotted lines; interpret language materials through body motion as dramatization, or dancing, skipping, hopping; puts together simple puzzles	P		K-1

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BASIC LEARNING SKILLS (CONTINUED)

Symbols (P = Pre-Kindergarten
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Behavioral Goal	Proportion of Class That Can Be Expected to Have Achieved Goal		
	Very Few In Class	Many In Class	Most In Class
Assimilation and Use of Words, Ideas, and Concepts (Continued)			
Understand left-to-right progression	P	K	1
Organize and classify concepts	K	1	
Memorize songs and rhymes		P	K-1
Demonstrate comprehension of stories, poems, and songs	P	K	1
Identify main ideas of stories	K	1	
Title a story	K	1	
Show awareness of major events from news media	P	K	1
Demonstrate ability to transfer words from charts and flashcards to pre-primer reading material	K		1
Find pages in books readily	K	1	
Name seasons of the year in order and describe them	K	1	
Read at grade level expectation		1	
Demonstrate math skills to grade level expectation		K	1
Recognize meaning of "next week" and "next Thursday"	K		1
Recognize action of a magnet and what it will attract	P	K	1
Recognize parts of the body	P		K-1
Associate sounds of animals with pictures and names of animals		P	K-1

BASIC LEARNING SKILLS (CONTINUED)

Symbols (P = Pre-Kindergarten
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Behavioral Goal	Proportion of Class That Can Be Expected to Have Achieved Goal		
	Very Few In Class	Many In Class	Most In Class
Assimilation and Use of Words, Ideas, and Concepts (Continued)			
Select their own books, knowing what can be accomplished with a particular book	K	1	
Write a book report	1		
Can read a calendar	K	1	
Make up their own stories	1		
Social Maturity			
Relate to objects and people in the environment	P		K-1
Are oriented to the neighborhood - find way to and from school		P	K-1
Are oriented to the school building	P		K-1
Follow basic safety regulations, both in and around school	P		K-1
Follow directions, verbal and written	P		K-1
Are flexible in meeting demands of the classroom	P		K-1
Accept responsibility appropriate for age and maturity. Carry out instructions completely in line with age and maturity	P		K-1
Understand and accept classroom and trip rules and regulations		P	K-1
Work well independently	P		K-1
Work constructively in a group	P		K-1

BASIC LEARNING SKILLS (CONTINUED)

Symbols (P = Pre-Kindergarten
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Behavioral Goal	Proportion of Class That Can Be Expected to Have Achieved Goal		
	Very Few In Class	Many In Class	Most In Class
Social Maturity (Continued)			
Quotes name, age, birthday, address, phone number, etc.	P		K-1
Use language effectively		P	K-1
Respond to questions in sentence form	P	K	1
Willingly share personal experiences		P	K-1
Speak before a class		P	K-1
Willingly listen to others	P		K-1
Contribute ideas to classroom discussions		P	K-1
Contribute relevant ideas to group discussions	P	K	1
Follow the thought and sequence of discussions	P	K	1
Make up dialogue for dramatization and role-playing	P	K	1
Demonstrate proper care and use of books and other property	P	K	1
Indicate a parental awareness of the importance of school program	P		K
Demonstrate a feeling of physical adequacy (Vineland Social Maturity Scale - 8 - 19)		P	K-1

BEHAVIORAL EXPECTATIONS - PRE-K → K → 1

DEVELOPMENT OF LANGUAGE SYSTEM

Definition - Reasonable skill in that language system required for success in school and society, even when this language system is different from that brought to the school by the child.

Behavioral Goal	Proportion of Class That Can Be Expected to Have Achieved Goal		
	Very Few In Class	Many In Class	Most In Class
Speech Skills			
Express self spontaneously			P-K-1
Use the new words heard			P-K-1
Use vocabulary within own level of understanding			P-K-1
Speak with expression		P	K-1
Speak in complete sentences	P	K	1
Control the volume of voice		P	K-1
Exhibit no infantile preservations in speech	P	K	1
Identify objects in the immediate environment, using proper sentence form		P	K
Learn to carry on telephone conversations	P	K	1
Use both affirmative and negative statements in reply to a question; i.e., "What is this?" "This is a ball." "It is not a pencil."	P	K	1
Use both affirmative and negative statements in reply to a command; i.e., "This ball is red." "It is not blue."		P	K-1
Attribute properties or ownership to objects, using proper sentence form		P	K-1
Use pronouns correctly			

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DEVELOPMENT OF LANGUAGE SYSTEM (CONTINUED)

Symbols (P = Pre-Kindergarten
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Behavioral Goal	Proportion of Class That Can Be Expected to Have Achieved Goal		
	Very Few In Class	Many In Class	Most In Class
Speech Skills (Continued)			
Use prepositions correctly in describing arrangements of objects (on, in, under, over, between)		P	K-1
Use conjunctions in simple deductions; or, not	P	K	1
Place sequentially, or in proper order, elements of a complete sentence	P	K	1
Use compound sentences	P	K	1
Use correct grammar in speaking	P	K	1
Recognition Skills			
Recognize that all things have names and that things which appear different may have the same names	P	K	1
Recognize that printed words may be utilized to describe pictures			P-K-1
Comprehend reading material appropriate to grade level - read by another			P-K-1
Comprehend reading material appropriate to grade level - read by the child			1
Imply contrast or differentiation in the identification of objects using proper sentence forms		P	K-1
Learn to handle simple symbolic representations (picture of self, name toys, traffic sign, flag)			P-K-1

DEVELOPMENT OF LANGUAGE SYSTEM (CONTINUED)

Symbols (P = Pre-Kindergarten
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Behavioral Goal	Proportion of Class That Can Be Expected to Have Achieved Goal		
	Very Few In Class	Many In Class	Most In Class
Recognition Skills (Continued)			
Draw inferences from reading material		P	K-1
Differentiate between fiction and fact in relating personal experiences as well as in stories		P	K-1
Classify and place objects in categories		P	K-1
Use polar opposites (big-little; up-down)		P	K-1
Discriminate between shorter and taller		P	K-1
Translate parts of visible words into sounds and use the sounds to work out the recognition and pronunciation of the word - (phonics)		K	1
Identify word in printed form and associate the printed symbol with spoken word already known		P	K-1
Organize ideas, stories, and experiences in sensible way	P	K	1
Know techniques of word analyses appropriate for grade level	K		1
Understand the use of a metaphor - "As white as snow"	P	K	1

DEVELOPMENT OF LANGUAGE SYSTEM (CONTINUED)

Symbols (P = Pre-Kindergarten
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Behavioral Goal	Proportion of Class That Can Be Expected to Have Achieved Goal		
	Very Few In Class	Many In Class	Most In Class
Listening Skills			
Listen skillfully; hear differences between "me go," and "I want to go"		P	K-1
Demonstrate listening comprehension of stories, films and filmstrips	P	K	1
Respond to taped instructions and games through headsets	P	K	1

BEHAVIORAL EXPECTATIONS - PRE-K ⟶ K ⟶ 1

SOCIALIZATION

Definition - Behaviors related to the values and mores of society which enable people to inter-relate positively

Behavioral Goal	Proportion of Class That Can Be Expected to Have Achieved Goal		
	Very Few In Class	Many In Class	Most In Class
Social Awareness			
Demonstrate consideration of others	P	K	1
Value care of public property	P	K	1
Become concerned for someone else's properties because he wants others to care for his	P	K	1
Distinguish between own property and that of others	P	K	1
Volunteer to do little things for others		P	K-1
Desire to be an accepted member of a group - can subordinate own needs for larger group		P	K-1
Recognize the more subtle needs of his classmates; i.e., sympathizes with a bully for his unhappiness	P	K	1
Are aware of the feelings of those around them - begin to think of how own actions affect others	P	K	1
Appreciate the rewards of controlling anger toward others	P	K	1
Demonstrate flexibility in ideas and behavior		P	K-1
Identify with those who do the less glamorous jobs	K	1	
Recognize that social "give and take" situations need guidance, not dictatorship, from the teacher	K	1	

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SOCIALIZATION (CONTINUED)

Symbols (P = Pre-Kindergarten
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Behavioral Goal	Proportion of Class That Can Be Expected to Have Achieved Goal		
	Very Few In Class	Many In Class	Most In Class
Social Awareness (Continued)			
Fully appreciate how (for example) the postman, helps one's own family	K	1	
Recognize family team contribution - contributing as a member of own family	K	1	
Understand the concept of rules - laws - order - right from wrong	P	K	1
Evaluate rules and judge progress	K	1	
Help in establishing rules	K	1	
Tell own name and address on request	P	K	1
Understand ownership		P	K-1
Demonstrate developing respect for people, things, and ideas	P	K	1
Tolerate separation from family for increasingly longer periods of time		P	K-1
Use appropriate language for: conversation, asking questions, and making wants known		P	K-1
Adjust quickly to new adults		P	K-1
Accept adult direction without objections or resentment		P	K-1
Show preference for children when both children and adults are present		P	K-1

SOCIALIZATION (CONTINUED)

Symbols (P = Pre-Kindergarten
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Behavioral Goal	Proportion of Class That Can Be Expected to Have Achieved Goal		
	Very Few In Class	Many In Class	Most In Class
Individual to Group Activities			
Solitary play	P-K-1		
Parallel play	P-K-1		
Paired play - two youngsters	P	K	1
Cooperative play		P	K-1
Play cooperatively - learn to take turns		P	K-1
Show desire for social relationships		P	K-1
Show group awareness - but little group participation		P	K-1
Demonstrate dependability as a member of a group	P	K	1
Show increasing independence, particularly in routine		P	K-1
Share in making and carrying out group and individual plans	P	K	1
Work cooperatively with other children; take responsibility for own actions	P	K	1
Demonstrate good housekeeping abilities	P	K	1
Care for own belongings, for common property; assume responsibility for appearance of the classroom; carry out helper role	P	K	1
Suppress a normal tendency to interrupt others	P	K	1
Make new friends from time to time		P	K-1

SOCIALIZATION (CONTINUED)

Symbols (P = Pre-Kindergarten
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Behavioral Goal	Proportion of Class That Can Be Expected to Have Achieved Goal		
	Very Few In Class	Many In Class	Most In Class
Individual to Group Activities (Cont)			
Share materials and toys; willingly take turns in use	P	K	1
Act democratically in a variety of situations	P	K	1
Know how to enter a peer group activity in a non-destructive way	P	K	1
Independent Play (Solitary Play)			
Enjoy simple dramatization with central theme, rather than through cooperation		P	K-1
Personal Qualities			
Are very curious		P	K-1
Indicate understanding of authority and authority figures	P	K	1
Seek help when needed		P	K-1
Accept a variety of roles that society suggests: son-daughter, masculine-feminine, bright-dull, smallest-largest		P	K-1
Learn to be a good influence on others	P	K	1
Begin to be a "good example"	P	K	1
Demonstrate willingness to follow as well as lead		P	K-1
Accept role of leader		P	K-1
Feel and express good and bad feelings about self		P	K-1
Recognize and try to control emotions		P	K-1

SOCIALIZATION (CONTINUED)

Symbols (P = Pre-Kindergarten
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Behavioral Goal	Proportion of Class That Can Be Expected to Have Achieved Goal		
	Very Few In Class	Many In Class	Most In Class
Personal Qualities (Continued)			
Demonstrate persistence		P	K-1
Respond to a person in need; i.e., a lonely person is noticed		P	K-1
Understand significance of words - also understand that they can convey strong emotional feelings		P	K-1
Tolerate complexity		P	K-1
Demonstrate awareness of consequences of one's behavior		P	K-1
Show little or no prejudice		P	K-1
Show ability to overcome temporary likes and dislikes		P	K-1
Accomplish some simple planning with guidance		P	K-1
Have a sense of humor		P	K-1
Show developing ability to resolve minor conflicts with others		P	K-1
Show empathy for associates' feelings, troubles, or hurts		P	K-1
Appreciate the contributions of others, such as: parents in earning money playmates in making a group to play teachers to help have new experiences		P	K-1
Deal with stresses and practice reasonable self-control		P	K-1

SOCIALIZATION (CONTINUED)

Symbols (P = Pre-Kindergarten
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Behavioral Goal	Proportion of Class That Can Be Expected to Have Achieved Goal		
	Very Few In Class	Many In Class	Most In Class
Personal Qualities (Continued)			
Understand behavior - fair, just, friendly, unfair, unjust, unfriendly		P	K-1
Understand, to some degree, concept of being a contributing member to society	P	K	1
Show development of conscience	P	K	1
Forestall need for immediate gratification of a wish			

BEHAVIORAL EXPECTATIONS - PRE-K → K → 1

MEANS OF SELF-EXPRESSION

Definition - The ways in which an individual communicates his uniqueness to his fellows - the development of uniqueness of personality

Behavioral Goal	Proportion of Class That Can Be Expected to Have Achieved Goal		
	Very Few In Class	Many In Class	Most In Class
In Role As Group Member			
Are aware of affect on others as individual group members	P	K	1
Demonstrate sufficient mastery of speech to be used as a tool - hence a part of one's social personality		P	K-1
Feel pride when being praised for being helpful or courteous		P	K-1
Understand being a part of a large group - "one of the team"	P	K	1
Make routine plans with adults; i.e., treat time, procedure for trips, etc.		P	K-1
Accept coaching well and develop positive attitudes toward coaching		P	K-1
Accept criticism well and develop positive attitudes toward criticism	K	1	
Respond to praise for "sharing" with others	P	K	1
Feel achievement in self-sufficiency or independence		P	K-1
Attempt to produce detail - creative imagination turns toward realism	K	1	
Adjust to simple routine and orderly living patterns	P	K	1
Carry on a prcject over several days' time	P	K	1

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MEANS OF SELF-EXPRESSION (CONTINUED)

Symbols (P = Pre-Kindergarten
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Behavioral Goal	Proportion of Class That Can Be Expected to Have Achieved Goal		
	Very Few In Class	Many In Class	Most In Class
In Role As Group Member (Continued)			
Direct attention toward a picture or other object displayed to the class	P	K	1
Distinguish right from left; front from back; and point on request	P	K	1
Gain necessary poise and confidence to be host or perform before a group	1		
Find happiness in doing for others rather than self	1		
Maintain attention for a reasonable period of time on a single task	P	K	1
Show interest in good manners and social vocabulary	K	1	
Show interest in pets and animals			P-K-1
Ask for help when needed		P	K-1
Offer positive and constructive evaluation of own work and work of others	K	1	
Cooperate with other children in group activities, concurrently developing ability to work independently within the group	P	K	1
Are confident of ability to use the materials	P	K	1
Show positive self-image - know needs and wants	P	K	1

MEANS OF SELF-EXPRESSION (CONTINUED)

Symbols (P = Pre-Kindergarten
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Behavioral Goal	Proportion of Class That Can Be Expected to Have Achieved Goal		
	Very Few In Class	Many In Class	Most In Class
Social Member of a Group			
Overcome need for guidance to avoid angry behavior	K	1	
Assume democratic spirit and responsibility in leadership role	K	1	
Find answers to questions and problems through: investigation, observation, books, questioning people	1		
Choose constructive, not destructive, activities during free choice time	P	K	1
Feel free within limits of classroom to: move about, investigate environment, test skills, use the materials and equipment in the room* (society forces restrictions as child progresses through the school)	1	K	P
Take part in the planning and evaluation of field trips and excursions	P	K	1
Large Play Equipment			
Use imagination in use of equipment			P-K-1
Indicate eagerness to try out new and more difficult equipment			P-K-1
Play eagerly			P-K-1
Work hard to become more skilled when highly motivated	P	K	1
Are thrilled by achievement			P-K-1
Experience success through concentration on certain types of equipment	P	K	1

MEANS OF SELF-EXPRESSION (CONTINUED)

Symbols (P = Pre-Kindergarten
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Behavioral Goal	Proportion of Class That Can Be Expected to Have Achieved Goal		
	Very Few In Class	Many In Class	Most In Class
Music			
Develop facility in use of musical sounds	K	1	
Distinguish differences in Metoric Patterns - listen for change in rhythm, or type of music	K	1	
Use various instruments to experiment with rhythm, sound, and tone	P	K	1
Enjoy participation in singing games	P	K	1
Respond to action songs with appropriate movement		P	K-1
Discriminate among sounds and respond to recordings of rhythms symbolizing some of the following activities: windmills, trucks, boats, airplanes, highstepping horses, rag doll, seals, monkeys	K	1	
Show satisfactory development of rhythm responses by use of following stimuli: silk scarfs, balls, colored balloons, etc.	K	1	
Show satisfactory development of rhythm responses by use of the following musical instruments: piano, phonograph, drums, rattles, rhythm sticks, triangles, tambourines, majoracas	K	1	
Show satisfactory development in rhythm responses by: clapping, hopping, jumping, sliding, skipping, animal walking	P	K	1

MEANS OF SELF-EXPRESSION (CONTINUED)

Symbols (P = Pre-Kindergarten
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Behavioral Goal	Proportion of Class That Can Be Expected to Have Achieved Goal		
	Very Few In Class	Many In Class	Most In Class
Play			
Like to join adults for such activities as: cooking - carpentry			P-K-1
Are outgrowing the messy materials such as sand, water, mud; play is becoming more organized	P	K	1
Enjoy climbing, running, and jumping			P-K-1
Use large muscles quite well, and are beginning to control smaller muscles	P	K	1
Show interest in playing with other children			P-K-1
Toys			
Make creative use of toys: dress dolls; build variety of structures with blocks; re-arrange doll furniture	1	K	P
Choose toys and games for releasing feelings	K-1	P	
Choose toys for pretending	1	K	P
Choose games and toys that represent mental challenge	P-K	1	
Choose toys and games that stretch and strengthen large muscles	1	P-K	

BEHAVIORAL EXPECTATIONS - PRE-K → K → 1

PHYSICAL DEVELOPMENT

Definition: The development of body in terms of its potential in areas of functional strength, coordination, rhythm; the acquisition of knowledge which will lead to the maintenance of a physically active individual in good health.

Behavioral Goal	Proportion of Class That Can Be Expected to Have Achieved Goal		
	Very Few In Class	Many In Class	Most In Class
Coordination			
Can walk a straight line		P	K-1
Can walk up and down stairs		P	K-1
Can move without attracting attention or disturbing or hurting others		P	K-1
Are skilled in hopping, skipping, bouncing balls, etc.	K	1	
Look in the direction one is running	P	K	1
Can run for a short period of time without fatigue			P
Gallop for a short period of time		P	K-1
Can skip alternately	P		K-1
Can coordinate the large muscles of the arms and legs	P	K	1
Can do a jumping jack	P	K	1
Can change position from a stand to a sit or squat	P	K	1
Can do a squat thrust	P	K	1
Are able to move around the gym or playing area and, on a given signal, find a bean bag on the floor to stand on			K-1
Can jump up in the air, landing on both feet			P-K-1

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PHYSICAL DEVELOPMENT (CONTINUED)

Symbols (P = Pre-Kindergarten
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Behavioral Goal	Proportion of Class That Can Be Expected to Have Achieved Goal		
	Very Few In Class	Many In Class	Most In Class
Coordination (Continued)			
Jump forward, backward, and sideways	P	K	1
Can hop on one foot about ten times using both right and left feet	P	K	1
Show consistent handedness in eating, coloring, cutting, etc.		P	K-1
Distinguish left from right on his own person	K	1	
Use scissors		P	K-1
Show adequate eye-hand coordination in using crayons, scissors, etc.	P	K	1
Put on and remove coat, snowsuit, hat, mittens, rubbers, boots, etc., without assistance	P	K	1
Are able to roll over in a forward roll and land on shoulders and upper back (head between knees)	P		K-1
Can balance a bean bag on head and walk for a short distance		P	K-1
Can walk a line on a rope on the floor, or a low balance beam, using the arms for balance	P	K	1
Can drop a ball out of hands and catch it on the rebound		P	K-1
Can roll a ball at the wall and recover it		P	K-1
Can roll a ball to a partner and catch a ball that is rolled back		P	K-1
Experiment in bouncing a ball - are sometimes successful in maintaining a bounce	K	1	

PHYSICAL DEVELOPMENT (CONTINUED)

Symbols (P = Pre-Kindergarten
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Behavioral Goal	Proportion of Class That Can Be Expected to Have Achieved Goal		
	Very Few In Class	Many In Class	Most In Class
Coordination (Continued)			
Can throw a ball straight up (about head height) and catch it	P	K	1
Can roll a ball at a stationary target (about 15 ft. away) and hit it	K	1	
Can throw a ball overhand		K	1
Can jump over a rope held about six inches off the floor, using both feet together		P	K-1
Can swing a jump rope over head and jump the rope with both feet (rope is behind individual at beginning)		K	1
Is beginning to jump rope forward with a continual motion	K		1
Have motor coordination advanced sufficiently to carry out purposes well enough to satisfy self		K	1
Rhythm			
Use the whole body in rhythm and games		P	K-1
Can move parts of the body separately		P	K-1
Can walk, skip, jump, hop, gallop, to music or to the beat of a drum		P	K-1
Can move or dance in simple formations such as a circle, double line facing each other, single file, or facing a partner	P	K	1
Show imagination in creative rhythms; can show own ideas using body as the medium of expression	K		1

PHYSICAL DEVELOPMENT (CONTINUED)

Symbols (P = Pre-Kindergarten
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Behavioral Goal	Proportion of Class That Can Be Expected to Have Achieved Goal		
	Very Few In Class	Many In Class	Most In Class
Rhythm (Continued)			
Establish a rhythm for cutting	P	K	1
Can drop and catch a ball to music	P	K	1
Participate in rhythm bands, games			P-K-1
Strength			
Carry his body in an upright alignment suited to the particular physique			P-K-1
Climb from one object to another			P-K-1
Climb to the top of a jungle gym		P	K-1
Are able to climb up on an object at least three feet high and jump-off		P	K-1
Can support own weight by hanging		P	K-1
Are able to pull own weight on the floor in a seal walk position			P-K-1
Can pull on a rope and swing	P		K-1
Are beginning to pull own weight up on the rope and climb, using arms and legs	K	1	
Are beginning to pull own chin over a bar using arms only	K	1	
Are able to do animal walks such as cat walk, bunny hop, frog jump, crab walk, etc.			P-K-1
Have enough strength in trunk area to do at least ten sit-ups with arms stretched overhead	P	K	1

PHYSICAL EDUCATION (CONTINUED)

Symbols (P= Pre-Kindergarten
(K= Kindergarten
(1= First Grade

Symbols refer to the END of each of the instruction periods.

Behavioral Goal	Proportion of Class That Can Be Expected to Have Achieved Goal		
	Very Few In Class	Many In Class	Most In Class
Health			
Cover sneezes and coughs	K	1	
Get plenty of sunshine			P-K-1
Obtain the proper amount of sleep	P	K	1
Eat and enjoy wholesome foods	P	K	1
Have good eating habits	P	K	1
Have acquired pride in cleanliness	K	1	
Have normal auditory acuity; hear oral directions clearly; give no indication of hearing loss			P-K-1
Have normal visual acuity; see clearly from any part of the classroom; hold books at normal distance from eyes			P-K-1
Use the lavatories properly	P	K	1
Wear proper clothing		K	1
Know the parts of the body		P	K-1
Know the physical processes of the body	1		
Have learned to accept health examinations and necessary isolation and immunization measures willingly and with some understanding		P	K-1
Uses own toothbrush, towel, and face cloth			P-K-1
Have diminished sleeping time to 11-13 hours			P-K-1
Willingly lie down and rest and relax at intervals, and at a regular bedtime			

PHYSICAL DEVELOPMENT (CONTINUED)

Symbols (P= Pre-Kindergarten
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Behavioral Goal	Proportion of Class That Can Be Expected to Have Achieved Goal		
	Very Few In Class	Many In Class	Most In Class
Attitudes			
Can lead the group in some activity	P	K	1
Follow the leadership of a classmate in games such as follow-the-leader or in exercises	P	K	1
Can follow simple directions and rules for low organized games		P	K-1
Can help a friend in stunts such as wheelbarrow or a sit-up - (holding feet)		P	K-1
Can try new things		P	K-1
Are willing to attempt physical activities that do not come easily	P	K	1
Can play cooperatively with other children in a game or activity situation			P-K-1
Are resourceful in play activity		P	K-1
Can wait for a short period of time for turn on equipment			P-K-1
Know the difference between informal play and purposeful work activity	P		K-1
Know the joy of working and playing hard		P	K-1
Know that exercise is important to develop and maintain physical fitness and aid in growing normally through the year			1
Can repeat a physical performance to work for improvement or mastery	P	K	1

PHYSICAL DEVELOPMENT (CONTINUED)

Symbols (P= Pre-Kindergarten
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Behavioral Goal	Proportion of Class That Can Be Expected to Have Achieved Goal		
	Very Few In Class	Many In Class	Most In Class
Attitudes (Continued)			
Are able to start and stop on a given signal (whistle, music, voice, etc.) and hold a position		P	K-1
Know not to push unoccupied swings, etc.		P	K-1
Know which objects are meant to be thrown and which are not			P-K-1
Know how to use a slide properly			P-K-1
Do not leave the playground to chase a ball	P	K	1
Have a favorable attitude toward doctors and health specialists			P-K-1
Report tight socks, badly fitting shoes		P	K-1

BEHAVIORAL EXPECTATIONS - PRE-K → K → 1

ESTHETIC APPRECIATION

Definition - Appreciation of beauty of aspects of cultural heritage

Behavioral Goal	Proportion of Class That Can Be Expected to Have Achieved Goal		
	Very Few In Class	Many In Class	Most In Class
Sense size relationships; i.e., large and small blocks; parts of a puzzle			P-K-1
Sense qualities of sound such as: bird calls, water flowing over rocks, train whistle		P-K	1
Take responsibility for self in routine activities		P	K-1
Demonstrate progressive development of motor control and skill in coordination - use of art tools and materials	P	K	1
See environmental relationships regarding: space, color, balance, rhythm	P-K	1	
Sense qualities of scents within environment, such as: flowers, sawdust, fresh earth			P-K-1
Sense qualities of environment through touching with hands such as: smooth stones, rough bark, furry animals			P-K-1
Graphic Arts			
Recognize the inherent design possibilities of media		P-K	1
Display growing knowledge about materials - wood used by Pilgrims; ice by Eskimos	1		

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ESTHETIC APPRECIATION (CONTINUED)

Symbols (P= Pre-Kindergarten
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Symbols refer to the END of each of the instruction periods.

Behavioral Goal	Proportion of Class That Can Be Expected to Have Achieved Goal		
	Very Few In Class	Many In Class	Most In Class
Graphic Arts (Continued)			
Are conscious of function: why people in lower latitudes build flat-top buildings while those in upper latitudes use peaked roofs; cities use high-rise buildings	1		
Develop special aptitudes that flourish in immediate expression; i.e., water coloring, cutting out designs with scissors, pasting pictures	P	K-1	
Appreciate well-known paintings: "The Blue Boy," "Age of Innocence," "Avenue of Trees"	1		
Enjoy making two-dimensional representation of real world objects		P	K-1
Enjoy looking at two-dimensional representation of real world objects			P-K-1
Enjoy clay, cookie dough; shape and form			P-K-1
Enjoy budding flowers, growing seedlings, baby kittens, pretty colored leaves			P-K-1
Enjoy nature walks, flights of the birds, cloud shapes, tree shapes			P-K-1
Feel texture in wood, cement, sidewalks, tree trunks			P-K-1
Find pleasure in feeling and working with materials; i.e., wool, velvet, silk, nylon, plastic, upholstery fabric, yarn			P-K-1

ESTHETIC APPRECIATION (CONTINUED)

Symbols (P = Pre-Kindergarten
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Behavioral Goal	Proportion of Class That Can Be Expected to Have Achieved Goal		
	Very Few In Class	Many In Class	Most In Class
Dramatic Art			
Dress up in elaborate fashion and make up family situations		P-K-1	
Create characters, make adults guess who they are; pantomime, charades		P	K-1
Dramatic Play			
Are able to lose self in character being portrayed		P	K-1
Choose many materials (props)	P-K	1	
Choose few materials (props)	1	K	P
Handle materials chosen		P	K-1
Choose materials (props) appropriate to immediate needs	P-K	1	
Use creativity and imagination in performance of dramatic play	P-K	1	
Esthetic Development			
Know where to acquire materials needed			P-K-1
Use a variety of materials	P	K	1
Recognize difference between two-dimension and three-dimension objects	P	K	1
Construct a sound two-dimension or three-dimension arrangement	P	K	1
Invent a form		P-K-1	
Diagram a simple idea	P	K	1

ESTHETIC APPRECIATION (CONTINUED)

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Behavioral Goal	Proportion of Class That Can Be Expected to Have Achieved Goal		
	Very Few In Class	Many In Class	Most In Class
Esthetic Development (Continued)			
Describe an aural experience by imitation		P	K-1
Describe a visual experience		P	K-1
Recognize when materials are in a state of disorder	P	K	1
Illustrate an idea	P	K	1
Evaluate success of activity	P	K-1	
Arrange a space appropriately for working	P	K-1	
Plan and follow a work routine	P	K	1
Use materials in an effective manner	P	K	1
Acquire a specific art vocabulary		P-K	1
Acquire a desire to engage in art activity			P-K-1
Return to an activity and complete the job	P-K	1	
Demonstrate awareness of visual relationships in a spatial arrangement	P-K	1	
Learn to channel tension and aggression into artistic forms	P-K	1	
Have a sense of order - inner resources	P-K	1	
Refine, add new dimensions to basic concepts, draw an object		P-K	1

ESTHETIC APPRECIATION (CONTINUED)

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Behavioral Goal	Proportion of Class That Can Be Expected to Have Achieved Goal		
	Very Few In Class	Many In Class	Most In Class
Esthetic Development (Continued)			
Explore themes and variations in shape, line, and pattern	P	K-1	
Develop an appreciative attitude toward products of other children	P-K	1	
Enjoy experimenting; show imagination		P	K-1
Evidence enjoyment in graphic and plastic art experiences		P	K-1
Engage in creative activity		P	K-1
Show an awareness, even though not participating		P	K-1
Demonstrate outstandingly absorbing interest in a particular area		P-K-1	
Music and Dancing			
Demonstrate ability to sing about a flower and "be" a flower in action		P-K	1
Begin to appreciate popular music; i.e., "The Sound of Music"	P-K		1
Become proficient at simple folk dancing	K		1
Create songs	1		
Begin to realize the cooperation involved in making the overall sound to be pleasing - through rhythm bands, chorus, choral speaking, etc.	K	1	
Develop an appreciation and knowledge for the skill and duration of time required to play a musical instrument	P	K-1	

ESTHETIC APPRECIATION (CONTINUED)

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Behavioral Goal	Proportion of Class That Can Be Expected to Have Achieved Goal		
	Very Few In Class	Many In Class	Most In Class
Music and Dancing (Continued)			
Indicate ability to begin to be a good "concert listener" - differentiating between families of instruments	P-K	1	
Demonstrate ability to march in time to a rhythm	P-K	1	
Demonstrate ability to pitch voice when a model pitch is given	P-K	1	
Demonstrate ability to discriminate pitch and loudness and softness with a fair degree of accuracy	P-K	1	
Respond to the mood of the music	P	K	1
Literature			
See humor in dressed-up animals in book		P	K-1
Desire to, and successfully create stories and poems	P	K	1
Appreciate hearing the "old" Nursery Tales and rhymes			P-K-1
Want to learn rhymes		P	K-1
Show expanding interest in books about far away or long ago people	P	K	1
Develop an interest in going to the library for books		P-K	1
Like poetry (A. A. Milne), stories about activities of children		P-K	1

ESTHETIC APPRECIATION (CONTINUED)

Symbols (P = Pre-Kindergarten
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Behavioral Goal	Proportion of Class That Can Be Expected to Have Achieved Goal		
	Very Few In Class	Many In Class	Most In Class
Literature (Continued)			
Enjoy listening to long stories, nonsense rhymes, humorous stories, exaggeration, alphabet books, stories of function and growth of things, information books	P	K	1
Intellectual Development			
Show ability to express selves clearly		P	K-1
Improve quality of vocabulary			P-K-1
Show interest in learning and using new words			P-K-1
Demonstrate critical ability - to evaluate products and activities of others	P-K	1	
Show ability to profit by experience and by verbal explanations	P-K	1	
Demonstrate quickness and independence in perceiving relationships - in thinking; persistence in directing thought; interest in following own ideas	P	K-1	
Show interest in world and in contacts with it			P-K-1
Art			
Assume responsibility to complete an activity which he has begun	P	K	1
Assume responsibility for return of materials and equipment, and for clean-up of work area	P	K	1

ESTHETIC APPRECIATION (CONTINUED)

Symbols (P = Pre-Kindergarten
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Behavioral Goal	Proportion of Class That Can Be Expected to Have Achieved Goal		
	Very Few In Class	Many In Class	Most In Class
Art (Continued)			
Develop experiences in use of a large variety of art media			P-K-1
Give indication of enjoying art activities, and that participation is a happy experience			P-K-1
Develop increasing number of materials in scope of enjoyment	P	K	1
Show increased ability to express self creatively with various art media		P	K-1
Show increased judgment in use of color, form, design, and composition		P	K-1
Choose tools purposefully; i.e., hammer, nails, paint brush, crayons, etc.		P-K	1
Choose materials needed		P-K	1
Specific Skills in Painting and Drawing			
Show sense of movement as opposed to static	P-K	1	
Develop a language of vision to express visual discoveries	P	K-1	
Determine the useable - eliminate the rest			P-K-1
Increase sensibilities		P	K-1
Build logics with varying premises		P-K-1	
Consider the whole	P-K	1	

ESTHETIC APPRECIATION (CONTINUED)

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Behavioral Goal	Proportion of Class That Can Be Expected to Have Achieved Goal		
	Very Few In Class	Many In Class	Most In Class
Specific Skills in Painting and Drawing (Continued)			
Eliminate the extraneous		1	P-K
Alter a false direction - make corrections	P-K	1	
Redesign or refine a visual expression	P-K	1	
Develop patterns: make a diagram, design a unit, evaluate a visual expression	P-K	1	
Mould materials skillfully to expressive ends	P-K	1	
Conserve materials - make apt usage	P	K-1	
Recognize unity in multiplicity	P	K	1
Are sensitive to: relationships of color, light and dark; sizes and shapes; three-dimension space; rhythmic elements	P	K-1	
Recognize qualities: darkness, lightness; color distinction; roughness, smoothness; squareness, roundness, triangularity		P-K	1
Are sensitive to: interval - monotonous or varied placement - static or dynamic arrangement - balanced or unbalanced chaotic or ordered	P-K-1		
Draw or paint expressively in line or shape	P	K-1	

ESTHETIC APPRECIATION (CONTINUED)

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Behavioral Goal	Proportion of Class That Can Be Expected to Have Achieved Goal		
	Very Few In Class	Many In Class	Most In Class
Specific Skills in Painting and Drawing (Continued)			
Work cooperatively in a group on a mural or large construction	P	K-1	
Build a reasonably complex structure with blocks	P	K	1
Know how to model a lasting clay form	P-K	1	
Model a simple form			P-K-1
Draw specific shapes with crayon, chalk, pencil	P		K-1
Arrange materials and tools efficiently	P	K	1
Use materials with economy	P	K	1
Clean up after accidents		P-K	1
Paint without dripping or spilling	P	K	1
Paste efficiently	P	K	1
Cut shapes chosen	P-K	1	
Show analytical ability	P-K	1	
Discover relationships	P	K	1
Discover and invent patterns	P	K	1

PRE-KINDERGARTEN - KINDERGARTEN - GRADE ONE TEACHER-ADMINISTRATOR PLANNING
June 13, 1968

BEHAVIORAL SKILL YEAR-LEVEL PLACEMENT COMMITTEE

School Readiness and Skills Foundations

Participant	School	Grade Level
Dr. Clarence Spain - Chairman		Administrator
Mrs. Elizabeth Krantz	Nott Terrace	Pre-Kindergarten
Mrs. Marguerite Bonthuis	Howe	Kindergarten
Mrs. Jeanette Harlow	Hamilton	Kindergarten
Mrs. Kathleen Henry	Fulton	Pre-Kindergarten
Mrs. Ruby Nussbaum	Yates	One
Mrs. Sally Zollo	Brandywine	One
Mr. Donald Young	Fulton	Administrator

Motivational Skills

Participant	School	Grade Level
Mr. Robert Van Buren - Chairman		Administrator
Mrs. Margaret Varno	Yates	Pre-Kindergarten
Miss Carol Sherwood	Horace Mann	Kindergarten
Miss Carol Soriano	Brandywine	One
Mrs. Linda Keefe	Fulton	One
Mrs. Audrey Revella	Howe	One
Mrs. Gladys Mack	Yates	One

Basic Learning Skills

Participant	School	Grade Level
Mr. Custer Quick - Chairman		Administrator
Mrs. Rita Baxter	Horace Mann	Pre-Kindergarten
Mrs. Sarah Wixson	Yates	Kindergarten
Mrs. Susan Bendall	Howe	Kindergarten
Miss Nancy Christian	Brandywine	Kindergarten
Mrs. Immaculate Duch	Hamilton	One
Mrs. Dorothy Nealon	Yates	One
Mr. Robert Damberg	Yates	Administrator

Development of Language System

Participant	School	Grade Level
Mrs. Joan Schmiedel - Chairman		Resource (One)
Mrs. Bernadette La Fleur	Horace Mann	Pre-Kindergarten
Miss Helene Mayer	Hamilton	One
Mrs. Rita Henderson	Horace Mann	One
Miss E. Susan Clark	Yates	Administrator
Mr. Douglas Vonie	Brandywine	Administrator
Miss Theresa Case		Library Resource

BEHAVIORAL SKILL YEAR-LEVEL PLACEMENT COMMITTEES (Cont.)

Socialization

Participant	School	Grade Level
Mr. Frank Austin - Chairman		Administrator
Miss Karen Sutton	Nott Terrace	Kindergarten
Mrs. Carol Leitch	Riverside	Pre-Kindergarten
Mrs. Charlotte Schaperjahn	Brandywine	One
Mrs. Patricia Germain	Riverside	One
Miss Elizabeth Allen	Horace Mann	One
Mrs. Colleen McAllister	Grout Park	One
Mr. Thomas Lindsay	Grout Park	Administrator

Means of Self-Expression

Participant	School	Grade Level
Mrs. Bessie Mole - Chairman	Howe	One
Mrs. Ruth Connelly	Riverside	Kindergarten
Mrs. Helen MacDonald	Brandywine	Kindergarten
Mr. Paul Tyler	Horace Mann	One
Miss Susan Harlow	Nott Terrace	One
Mr. Edwin Momberger	Hamilton	Administrator

Physical Development

Participant	School	Grade Level
Mrs. Leona Bob - Chairman		Special-Phys. Ed.
Miss Kirsten Vrooman	Hamilton	Pre-Kindergarten
Mrs. Juanita Laska	Grout Park	Kindergarten
Miss Charlotte Norton	Hamilton	One
Mrs. Diane Harper	Howe	One
Mr. John Mars	Howe	Administrator

Esthetic Appreciation

Participant	School	Grade Level
Mr. George Weinheimer - Chairman		Administrator
Mrs. Vivian Coonan	Brandywine	Pre-Kindergarten
Mrs. Doris Salant	Hamilton	Kindergarten
Mrs. Janet Beaty	Fulton	One
Miss Barbara Ackerman	Grout Park	One
Mrs. Kathryn Dempster	Nott Terrace	One